

STRATEGIC DIRECTION

Planning to make the new curriculum a reality

Building on what we already have

- What are the areas of your curriculum that show real impact on learners and are demonstrably effective?
- What aspects of your current curriculum make you proud?
- How is it bringing learning to life?

(Towards) an outstanding curriculum

- Ignoring what you have just learned about Curriculum 2014, how do you want to improve your current curriculum?
- What are the hallmarks of an outstanding curriculum?

What do Ofsted say about the curriculum?

- Inspectors will consider the extent to which leaders and managers provide **a broad and balanced curriculum** that meets the needs of **all pupils**, enables all pupils to achieve their full educational potential and **make progress in their learning**, and promotes their **good behaviour and safety and their spiritual, moral, social and cultural development**

The hallmarks of an outstanding curriculum

An outstanding curriculum:

- is underpinned by aims, values and purpose
- develops the whole person - knowledge, skills, understanding and attitudes
- is broad, balanced and has clear progression in subject knowledge and skills
- is filled with rich first-hand purposeful experiences
- is flexible and responsive to individual needs and interests
- embeds the principle of sustainability
- has an eye on the future and the needs of future citizens
- encourages the use of environments and expertise beyond the classroom
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- has a local, national and international dimension

School improvement Planning

- How could the implementation of the new curriculum fit in with your school improvement priorities?

The school curriculum (as opposed to the National Curriculum)

- Drawing on what you already do well, and what you consider to be the elements of an outstanding curriculum, what might be the distinctive vision for your school curriculum?

Organisation of the Curriculum

- How might you want to organise your curriculum, incorporating the school and the National Curriculum?
- To what extent do you think the organisation of the curriculum in your school makes the most effective use of time? How do you know? What might be done to improve the effectiveness of use of time?
- What approaches work best for those aspects of the curriculum that need to be taught regularly and frequently in order to develop fluency?
- What are the potential benefits of having a mix between discrete and thematic learning?

Possible themes for future Curriculum Change Lead Clusters

- **values and aims** – how will these inform decisions about the curriculum?
- **curriculum priorities and emphases** – what are the school's main priorities? How much importance should be given to each subject and which aspects within them should be emphasised?
- **adding to the national curriculum** – what might need to be added to the statutory curriculum for a school to meet its aims?
- **organising and labelling the curriculum** – which subjects or aspects within subjects will be taught separately, and which will be combined with other subjects? What opportunities are there to apply and develop children's skills, knowledge and understanding across the curriculum?
- **curriculum timetabling across the key stage** – when will subjects, units of work or topics be taught: daily, weekly, half-termly, termly?
- **curriculum inclusion and differentiation** – how will the curriculum be adapted for children with different abilities and needs?
- **curriculum resources** – where is the best practice and recommended resources

(First meeting 10th October 2013, 4pm – 6pm)

WHAT IS YOUR LEADERSHIP
CHALLENGE WITH REGARD
TO CURRICULUM 2014?
